



**TEACHING SPELLING TO THE FOURTH GRADE STUDENTS
OF SD N 1 BAE KUDUS IN 2015/2016 ACADEMIC YEAR
BY USING VISUAL IMAGING TEACHING STRATEGIES
(VITS)**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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OF SD N 1 BAE KUDUS IN 2015/2016 ACADEMIC YEAR
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

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2016**

MOTTO AND DEDICATION

Motto:

- Dream, believe, and let's do it.

Dedication:

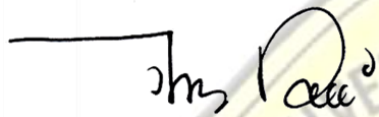
This Skripsi is dedicated to:

- Her beloved father (Mr. Fatchan)
and mother (Mrs. Mudayanah)
- Her beloved family
- All lecturers in Muria Kudus
University
- Her beloved friends
- All of her friends in EED 2012

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Nunung Fahrida (201232144) has been approved by the *skripsi* advisors for further approval by Examining Committee.

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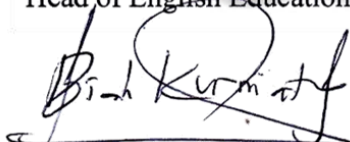
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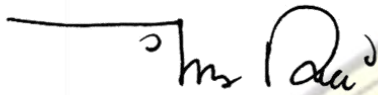


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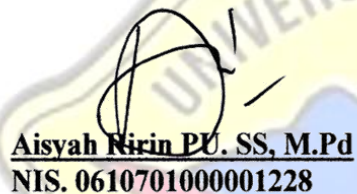
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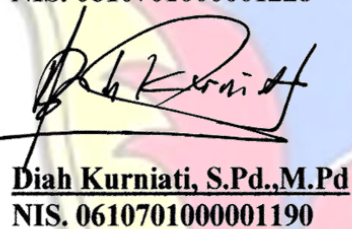
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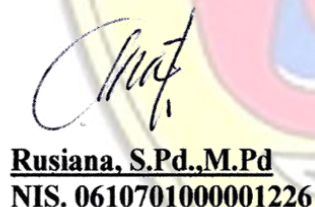
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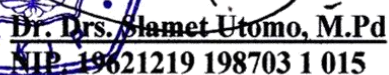
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Acknowledged by
The Faculty of Teacher Training and Education Dean



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Secondly the writer would like to express her appreciation and deepest gratitude to those people who are involve in the process of completing this skripsi, they are:

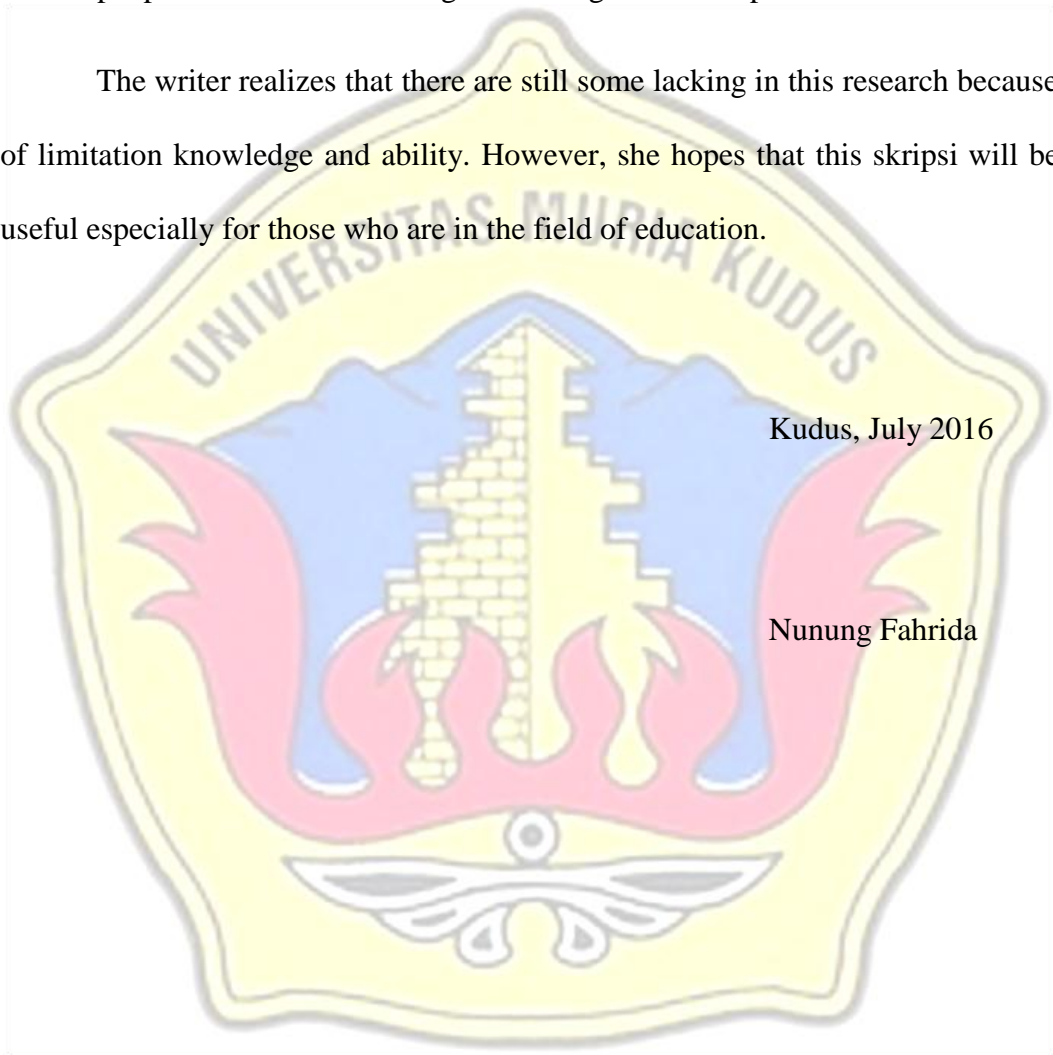
1. Dr. Drs. Slamet Utomo, M.Pd, as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd, M.Pd as the Head of English Education Department of Teacher Taining and Education Faculty of Muria Kudus University.
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The writer realizes that there are still some lacking in this research because of limitation knowledge and ability. However, she hopes that this skripsi will be useful especially for those who are in the field of education.

Kudus, July 2016

Nunung Fahrida



ABSTRACT

Fahrida, Nunung. 2016. *Teaching Spelling to the Fourth Grad Students of SD N 1 Bae Kudus in 2015/2016 Academic Year by Using Visual Imaging Teaching Strategies*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Suprihadi M.Pd, (ii) Mutohhar S.Pd, M.Pd

Keywords: spelling ability, Visual Imaging Teaching Strategies

Spelling is the process of naming the letter. The Fourth grade students of SD N 1 Bae Kudus in 2015/2016 academic year are still have difficulties in spelling the alphabet. It is still limited on their ability in knowing the differences between the spellings of one alphabet with the other alphabet. While, the spelling ability is an important part of educational process because with spelling we can read, write and also can pronounce the word. This difficulty makes the writer try to find a strategy to make the students able to spell the word correctly. Therefore the writer uses visual Imaging Teaching Strategies as a strategy to teaching English spelling. It is a strategy which is firstly introduced by Annalene van Staden. Visual Imaging teaching strategies is one of strategy that involves the picture and imagination of the students.

The objective of the research is to find out whether there is a significant difference of spelling ability to the fourth grade students of SD N 1 Bae Kudus in 2015/2016 academic year before and after being taught by using visual imaging teaching strategies.

This research included as quantitative experimental research as a design of the research. The research subject is the whole students of the fourth grade students of SD N 1 Bae Kudus, consist of 30 students. The instruments used to collect the data are in written test is 20 numbers and spelling test is 10 numbers. All of the students are given pre-test, the test which is given before using visual imaging teaching strategies, and after they get the treatment, the research continuous giving post-test.

The result of pretest shown that the highest score was 83 and the lowest score was 27,5 with Mean of score 56,2 and the Standard Deviation 1,62. It can be concluded that the spelling ability to the fourth grade students of SD N 1 Bae Kudus in 2015/2016 academic year before being taught by using Visual Imaging Teaching Strategies is categorized as sufficient. While, the scores of the students after taught by using visual imaging teaching strategies shown that the highest score was 90,5 and the lowest score 67 was with the Mean of score 78,23 and Standard Deviation 1,44. It can be concluded that the spelling ability to the fourth grade students of SD N 1 Bae Kudus in 2015/2016 academic year after being taught by using Visual Imaging Teaching Strategies is categorized as good.

From the data above, it can be calculated that t-observation is 5,4. t-table is 2,045, so the t-observation (5,4) > t-table (2,045). Thus, (H_0) is rejected and (H_a) is accepted. It shown that there is a significant different between the spelling ability

to fourth grade students of SD N 1 Bae Kudus in 2015/2016 academic year before and after being taught by using Visual Imaging Teaching Strategies.

After conducting this research, the writer concludes that Visual Imaging Teaching Strategies (VITS) is affective to be applied in teaching spelling to the fourth grade students of SD N 1 Bae Kudus in 2015/2016 Academic Year. The writer suggests that the English teacher can use this strategy to make the students have long term memory in remembering how the way to spelling the letter of the word. The writer also suggests to the next researcher to apply Visual Imaging Teaching Strategies (VITS) in the other English skills.



ABSTRAK

Fahrida, Nunung. 2016. *Teaching Spelling to the Fourth Grad Students of SD N 1 Bae Kudus in 2015/2016 Academic Year by Using Visual Imaging Teaching Strategies*. Skripsi: Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Supriyadi M.Pd, (ii) Mutohhar S.Pd, M.Pd

Keywords: kemampuan mengeja, Visual Imaging Teaching Strategies

Mengeja adalah proses pengucapan huruf. Siswa kelas empat SD 1 Bae tahun ajaran 2015/2016 masih kesulitan dalam mengeja huruf. Hal ini masih terbatas pada kemampuan mereka dalam membedakan ejaan antara satu huruf dengan huruf yang lain. Sedangkan kemampuan mengeja sangat penting dalam proses pendidikan karena dengan ejaan kita bisa membaca, menulis serta mengucapkan kata. Oleh karena itu penulis menggunakan visual imaging teaching strategies sebagai strategi pengajaran bahasa Inggris dalam pembelajaran mengeja. visual imaging teaching adalah strategi yang pertama kali diperkenalkan oleh Van Staden. visual imaging teaching strategies adalah salah satu strategi yang digunakan dalam proses pembelajaran yang melibatkan gambar serta imajinasi siswa.

Tujuan penelitian ini adalah untuk mengetahui apakah ada signifikansi perbedaan antara kemampuan mengeja siswa kelas empat SD N 1 Bae Kudus tahun ajaran 2015/2016 sebelum dan sesudah diajarkan menggunakan visual imaging teaching strategies.

Penelitian ini termasuk dalam kategori eksperimen kuantitatif. Subjek dalam penelitian ini adalah semua siswa kelas empat SD N 1 Bae Kudus, terdiri dari 30 siswa. Instrument yang digunakan untuk mengumpulkan data adalah dengan test menulis yang terdiri dari 20 nomor dan test mengeja yang terdiri dari 10 nomor. Semua siswa diberikan pre-test, tes yang diberikan sebelum menggunakan visual imaging teaching strategies dan setelah murid diajarkan menggunakan treatment, penulis memberikan post-test kepada siswa.

Hasil dari pre-test yang dilakukan penulis kepada siswa sebelum diajarkan menggunakan visual imaging teaching strategy menunjukkan bahwa nilai tertinggi yang didapat siswa adalah 83 dan nilai terendah 27,5 dengan rata-rata 56,2 dan standar deviasi 1,62. Hasil dari nilai siswa tersebut dapat dikategorikan bahwa kemampuan mengeja siswa kelas empat SD N 1 Bae Kudus tahun ajaran 2015/2016 sebelum diajar menggunakan visual imaging teaching strategies adalah cukup. Sementara hasil dari post-test siswa yang telah diajar menggunakan visual imaging teaching strategies menunjukkan nilai tertinggi siswa adalah 90,5 dan nilai terendah 67 dengan rata-rata 78,23 dan standar deviasi 1,44. Dari hasil tes siswa setelah menggunakan visual imaging teaching strategies kemampuan mengeja siswa kelas empat SD N 1 Bae Kudus tahun ajaran 2015/2016 dikategorikan bagus.

Dari data diatas, dapat disimpulkan bahwa t-obseravsi adalah 5,4, t-tabel adalah 2,045, maka t-observasi (5,4)>t-tabel (2,045). Demikian, (H_0) ditolak dan (H_a) diterima. Hal ini menunjukkan bahwa terdapat perbedaan signifikasi antara kemampuan mengeja siswa kelas empat SD 1 Bae Kudus sebelum dan sesudah diajarkan menggunakan Visual Imaging Teaching Strategies.

Setelah melakukan penelitian ini, penulis menyimpulkan bahwa Visual Imaging Teaching Strategies (VITS) efektif untuk diterapkan dalam pengajaran mengeja siswa kelas IV SD N 1 Bae Kudus tahun ajaran 2015/2016. Penulis menyarankan, guru Bahasa Inggris dapat menggunakan strategi ini untuk membuat siswa mempunyai ingatan yang panjang dalam mengingat bagaimana cara mengeja huruf dalam kata. Penulis juga menyarankan kepada peneliti selanjutnya untuk menerapkan Visual Imaging Teaching Strategies (VITS) di ketrampilan Bahasa Inggris yang lain.



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